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ABSTRACT

In the spring of 1969, the Urban Center Curriculum Project undertook a comprehensive survey of minority-related curricul at 185 colleges and universities throughout the country. Information regarding compensatory education programs was one essential element in this inquiry. The institutions contacted were similar to Columbia in that they were predominately white four-year colleges and universities, and special attention was directed to those located in or near an urban community. Inquiries regarding courses and programs in ethnic studies, admissions policies, and supplementary or compensatory services for disadvantaged students and community-related projects were sent in the form of a questionnaire to the dean of the college or undergraduate school, and also a letter to the university vice president for academic affairs or the college president at each institution. One hundred and twenty-five institutions, or 67 percent, responded to the requests. Other letters were sent to a sampling of major graduate and professional schools in order to ascertain how they are responding to the urgent need for more trained professionals from minority groups, as well as to the needs of the urban community. Descriptions of early and current compensatory programs, as well as those proposed or planned, were drawn from a variety of sources. Some of the programs described were instituted several years ago and were discontinued. (Author/JM)

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COMPENSATORY EDUCATION PROGRAMS IN HIGHER EDUCATION: A NATIONWIDE SURVEY

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Prepared by the staff of

The Urban Center Curriculum Project

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PREFACE

This report was compiled and prepared by the staff of the Urban Center Curriculum Project in the course of developing their report, *The Human Uses of the University.*

The information contained in this nationwide survey of compensatory education programs in higher education provided the basis for the recommendation of the Curriculum Project staff that Columbia University devise comprehensive programs for admitting and assisting talented but educationally disadvantaged minority group students as a means of correcting the serious ethnic imbalance in higher educational opportunities. This report of compensatory education programs also complements the recommendations contained in an Urban Center report of activities in support of increased minority student enrollment, *Toward Equal Educational Opportunity in the Urban Setting*, which registered the "need for examining alternative approaches to the problem of recruiting minority students and developing strategies and programs for achieving equitable minority enrollment."

The Urban Center is pleased by this opportunity to support this exhaustive survey of compensatory education programs in higher education in the United States. It is our firm hope that it will provide a central ingredient in a continuing dialogue on the issue of responsibilities and opportunities for creative action by institutions of higher learning in making equal educational opportunities a reality for all Americans.

The report was written by Dr. Wilfred Cartey and Mrs. Anne Morrison. Acknowledgements for their invaluable assistance are also made to Dr. Joseph Colmen, Director of the Urban Center Curriculum Project, Mrs. Barbara Wheeler, Assistant Director, and Miss Judith Wicks, Research Assistant.

Lloyd A. Johnson
Administrator

A. INTRODUCTION

As one aspect of its review of Columbia's curriculum, research and special service programs relating to urban and minority affairs, in the spring of 1969 the Urban Center Curriculum Project undertook a comprehensive survey of minority-related curriculum at 185 colleges and universities throughout the country. Information regarding compensatory education programs was one essential element in this inquiry.

The institutions contacted were similar to Columbia in that they were predominantly white, four-year colleges and universities, and special attention was directed to those located in or near an urban community. Inquiries regarding courses and programs in ethnic studies, admissions policies and supplementary or compensatory services for disadvantaged students and community-related projects were sent in the form of a questionnaire to the dean of the college or undergraduate school and a letter to the university vice president for academic affairs or the college president at each institution. One hundred twenty-five (125) institutions, or 67 percent, responded to our requests for information. Other letters were sent to a sampling of major graduate and professional schools in order to ascertain how they are responding to the urgent need for more trained professionals from minority groups, as well as to the needs of the urban community.

Descriptions of early and current compensatory programs, as well as those proposed or planned, were drawn from a variety of sources. These sources include written proposals and recommendations by both student and faculty groups; reports by committees which were established to examine the institution's involvement in minority affairs and are composed of faculty, frequently in conjunction with students, and occasionally administrators; university publications and press releases; written responses to our questionnaires and letters of inquiry; newspaper and periodical articles and personal contacts. Although some of the programs described below were instituted several years ago and may no longer be in existence, they are included here as examples of the type and range of compensatory practices colleges and universities have instituted in recent years.

B. GENERAL BACKGROUND

In recent years, a combination of external and internal pressure has forced an increasing number of major American colleges and universities to adopt more flexible admissions policies, particularly in regard to Black and other minority group students, and to draw their student bodies from an increasingly wide range of social, ethnic, cultural and economic groups. Although the great majority of universities still have not taken positive steps to insure effective equal educational opportunity, there appears to be a growing nationwide awareness of the necessity and urgency to do so. Among the most important factors behind this new concern are the militance of those minority students already enrolled in universities; the assassination of Martin Luther King in April, 1968; the universities' growing realization of their responsibility to serve more than an elite minority; and reorganization of the benefits to be achieved by a more diverse student body. Another new challenge to institutions of higher education comes from the dramatic rise in the proportion of Black students who now graduate from high school and are therefore potential college students. The 1960 census, for example, revealed that only 39 percent of the Black population between the ages of 25 and 29 were high school graduates; by 1968 this proportion had risen to 58 percent.[1]

Although an increasing number of colleges and universities are providing opportunities for students from minority groups, an examination of enrollment figures reveals that they have hardly scratched the surface.

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[1] S.A. Kendrick, "Extending Educational Opportunity," summary of paper prepared for meeting of Association of American Colleges, January 15, 1969, p. 1.

The 11.5 percent of the population of the United States which is Black accounts for only 4.5 percent of the college population. Approximately half the Black students attend predominantly Black colleges, and most of the remainder are enrolled in junior colleges or other relatively non-selective institutions.[2] Perhaps more shocking is the fact that only 1.72 percent of total graduate school enrollment is Black, and only eight-tenths of one percent of all doctoral degrees granted between 1964 and 1968 were awarded to Black students. Conversely, the great rise in college admissions has been primarily among the upper third of the population in terms of income. The impact of this situation was emphasized by the Report of the Advisory Committee on Higher Education to the Secretary of Health, Education and Welfare, dated July 1, 1968:

> One of the significant implications of the central role of higher education has to do with social equalization. As knowledge becomes more important in our society, education has become the chief determinant of a person's social position. In view of this, equality of educational opportunity is essential if we are ever to achieve social equality. To be realistic, we are a very long way from achieving equality of opportunity for post-secondary education in this country.

Modified Admissions Policies

Although it is not the province of this report to discuss the recruitment and admissions policies and practices of institutions of higher education, it is important to recognize that to a considerable extent the development of compensatory education programs has been made necessary by modifications in admissions criteria. While the large majority of colleges and universities continues to rely on the customary standards of admission, recent trends point toward considerably greater flexibility in evaluating applicants, with less reliance on test scores and class rank and more emphasis on letters of recommendation, personal interviews and other less conventional methods that are frequently better indicators of the potential for excellence among prospective students from disadvantaged environments. Increasingly, educational institutions are becoming aware of the need to develop new techniques that improve their ability to identify the untapped potential talents of such students. Although many of them lack the money, the high school preparation and the test grades to compete equally with better prepared applicants, little evidence is available to indicate that these students lack the ability or the motivation to succeed in college.

This emphasis on potential rather than past achievement as measured by conventional standards suggests the need and validity of special approaches to help disadvantaged students. There is evidence of growing acceptance of the practice of providing supplementary services such as tutoring and counseling, which are called "compensatory" for lack of a better term. This is not to imply that colleges and universities are abandoning their traditional search for excellence; rather, more of them are broadening their enrollment to include so-called high risk candidates from minority groups in addition to those economically disadvantaged students who have already demonstrated their abilities. In this regard, the Committee on University Policy for Black Students at the University of Chicago stated:

> The aim of our institution is excellence, and it is our assumption that we must avail ourselves of the widest possible sources of the qualities that contribute to our goal. It is important, therefore, that our emphasis in selecting students should be placed on their individual potential for excellence.[3]

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[2]S.A. Kendrick, "The Coming Segregation of Our Selective Colleges," *College Board Review*, Winter, 1967-68, p. 7.

[3]University of Chicago, "Interim Report of the Committee on University Policy for Black Students," February 17, 1969, p. 2.

An increasing number of selective colleges and universities have indicated substantial agreement with a statement by the Committee on the Goals of Higher Education at the University of Pennsylvania:

> Every educational institution, we believe, has an obligation. . .to do more than just wait for Black applicants who meet our standard admissions requirements. . . . We cannot doubt the desirability of strongly increasing the number of Black students in the college. It is equally clear to us that for some time in the future we will not be able to find reasonable numbers of applicants who qualify under our usual standards.[4]

A more sweeping recommendation, revealing an even greater sense of urgency, was proposed in a report issued in August, 1967, by the Southern Regional Education Board:

> It is recommended that each senior college and university adopt a "high risk" quota for the admission of disadvantaged students and provide remedial and compensatory programs as necessary to raise these students to the standard levels of academic performances.[5]

"High-risk" Students

Before examining the nature, extent and effectiveness of college-level compensatory programs, it is essential to describe the students to whom they are directed. The compensatory practices and programs that have been implemented over the past few years are all aimed at helping poorly prepared students overcome academic deficiencies. These students are usually considered "high risks" in comparison with other students accepted for admission to the same college, and yet they demonstrate some immeasurable quality such as motivation, resilience or creativity that is considered to offset other limited qualifications. The terms adopted by educators and others to describe these students are self-conscious and vague; some, such as "culturally deprived," have inherently bad connotations. Although no single descriptive phrase is adequate, "socially disadvantaged" perhaps best describes the student who lacks the social, economic and educational environment which normally provides the background for and motivation to higher education.[6]

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[4]University of Pennsylvania, Report of the Committee on the Goals of Higher Education, as quoted in the *Philadelphia Bulletin,* March 30, 1969.

[5]Southern Regional Education Board, "The Negro and Higher Education in the South," August, 1967, p. 36.

[6]A thorough, applicable description of the term "socially disadvantaged" appears in Edmund W. Gordon and Doxey A. Wilkerson, *Compensatory Education for the Disadvantaged* (New York: College Entrance Examination Board, 1966), p. 1-2: "The term socially disadvantaged refers to a group of populations which. . .have in common such characteristics as low economic status, low social status, low educational achievement, tenuous or no employment, limited participation in community organizations, and limited ready potential for upward mobility. . . . These are people who are handicapped by depressed social and economic status. In many instances, they are further handicapped by ethnic and cultural *caste* status. For a number of interrelated reasons more and more of these families are concentrated in the decaying hearts of our great metropolitan centers. Predominantly Negro, Puerto Rican, Mexican and southern rural or mountain whites, these people are the bearers of cultural attitudes alien to those which are dominant in the broader communities they now inhabit, and their children come to school disadvantaged to the degree that their culture has failed to provide them with the experiences that are 'normal' to the kinds of children that schools are used to teaching."

Disadvantaged Black students have benefited the most from new admission policies, financial aid and other compensatory services. With a few exceptions, the recent compensatory developments in higher educations have hardly touched disadvantaged youth of other minority groups. Socially disadvantaged whites in rural areas, especially in the South, have also been grossly neglected.

Current efforts to identify potentially able socially disadvantaged youth and to assist them in colleges and graduate schools constitute one of the most dynamic trends in American higher education. These efforts to provide special services intended to compensate for a complex of social and educational handicaps constitute what may be termed "compensatory" practices.[7] While these special practices and programs have multiplied in recent years, prior to 1960 the mainstream of higher education showed almost no concern for youth with educational handicaps resulting from poverty and discrimination. The National Scholarship Service and Fund for Negro Students, founded in 1948, was for many years the only major agency actively engaged in mobilizing the financial aid and institutional cooperation to bring southern Black students with educational deficiencies to northern colleges and universities. Literature on the availability of and necessity for higher education for the disadvantaged did not begin to appear until after 1960, and it was not until 1964 that the Educational Policies Commission of the National Education Association declared:

> The nation as a whole has never accepted the idea of universal opportunity as applying to education beyond high school. It is time to do so.[8]

In examining the growth of college-level compensatory education programs, it is important to consider the social forces that provided the impetus for their development. These include the increasing need for more and better educated manpower in industry, coupled with pressures from civil rights groups and their allies demanding total and meaningful integration into the mainstream and an opportunity to share in the wealth of the nation. Other factors contributing to the development of compensatory practices and programs in the early 1960's were increased public and private financial support for those programs and new conceptions of the educability of the "lower classes."

The content of compensatory education programs at the pre-college, undergraduate and graduate levels usually includes several of the following related practices: summer preparatory programs for high school students and graduates, tutoring, counseling and guidance services, special and remedial courses, a reduced course load or lengthened time requirements in order to attain a degree and postgraduate summer or "fifth year" programs in preparation for graduate study.

Some colleges have established innovative programs with special curricula entirely separate from the rest of the college, at least during the student's first two years. At the other extreme are those institutions whose only compensatory practice is tutoring by upper-level students or faculty members. Colleges in the latter category may correctly be said to offer minimal compensatory services, but not a compensatory program, which involves an organized group of related activities designed specifically to help disadvantaged students. This type of classification is frequently made difficult because interpretations of what constitutes a compensatory program vary considerably.

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[7] The following description of the impetus for the initiation and development of compensatory education and the distinction between compensatory "practices" and "programs" is drawn largely from Gordon and Wilkerson's seminal work, *Compensatory Education for the Disadvantaged* (1966).

[8] Educational Policies Commission, *Universal Opportunity for Education Beyond the High School*, Washington, D.C., National Education Association, 1964, p. 5.

C. PRE-COLLEGE PROGRAMS

Programs for High School Students

Although the principal focus of this report is on special programs for disadvantaged students once they have entered college, one cannot ignore the preparatory programs conducted by colleges for high school students. These programs, which constitute one of the earliest and most innovative compensatory developments in higher education, seek to identify disadvantaged students with college potential and to strengthen their motivation and academic achievement in order to encourage and facilitate entrance into college. Most of these programs concentrate on students who had little or no intention of entering college prior to their participation in the program. Typically, the students spend six to eight weeks during the summer in residence on a college campus, where they receive instruction in study skills, English, mathematics and other fields, and participate in special athletic and cultural activities. Other programs, particularly those sponsored by colleges located in metropolitan areas, are non-residential. Seventy-two colleges and universities reported having pre-college summer preparatory programs during the summer of 1964[9]; by the summer of 1967, over two hundred institutions participated in the well-known "Upward Bound" summer programs sponsored principally by the Office of Economic Opportunity. The marked increase in preparatory summer progams provides additional evidence of the failure of the public schools to educate socially disadvantaged young people.

Other pre-college summer programs include those at Dartmouth, Princeton, Oberlin and Mt. Holyoke which are among the colleges participating in "A Better Chance" (ABC), an eight-week summer program which brings between forty and sixty disadvantaged high school students to each campus. One of the largest of the non-residential programs is a seven-week summer program at Yale for two hundred inner-city youngsters from grades six to twelve. It is staffed entirely by Yale undergraduates and sponsored by the Ulysses S. Grant Foundation. A unique feature of this program is that the students, all New Haven residents, continue their summer remedial work during the academic year by participating in small classes taught by undergraduates on the Yale campus three afternoons a week. The foundation has placed one hundred Black students from this program in colleges and independent secondary schools.

Among the more extensive pre-college assistance programs is the College Discovery Program initiated by the City University of New York in 1965. During their high school years, potential students for this program are identified as possible college students who would be unlikely to attend college without special assistance and guidance. Students selected for the College Discovery Program are assigned to one of five high school development centers for intensive college preparatory training. Those students who complete the program successfully are guaranteed admission to one of the branches of the City University of New York. If they enter one of the two-year community colleges, they may prepare for a semi-professional career or, as students in the transfer program, they are eligible for transfer to a senior college.

Transitional Programs

Other approaches to help disadvantaged students enter and succeed in college include transitional year programs. The transitional year program varies from the type currently operating at Yale, which is generally divorced from the rest of the university, to the one at Brandeis, which is almost totally integrated into the curricular and social life of the university. The New Haven-based program has access to Yale facilities,

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[9] *Ibid.*, p. 35.

including the library, language laboratory, dining hall and gymnasium, but its students are not Yale students. There, the Transitional Year Program (TYP) involves sixty students in a one-year course of study designed to strengthen their basic skills in reading, writing and mathematics and introduce them to college-level work. Instruction is individualized, and there are fewer than twelve students in a class. Although the Yale Program has its own curriculum, in certain instances TYP students can audit Yale College courses and receive credit for achieving passing grades. A positive feature of the program is that every TYP student has a Yale undergraduate counselor. Over 95 percent of the graduates have earned admission and scholarships to colleges that include Brandeis, Univeristy of Massachusetts, Oberlin, Western Reserve, Manhattanville, Kirkland, University of Pennsylvania and Yale.

The Brandeis program emphasizes a more complete integration into campus life in a transitional year program. Under the pre-freshman program at Brandeis, students live in dormitories, often rooming with freshmen. In addition to special TYP courses, each TYP student is enrolled in one regular course. Moreover, the TYP is also represented on the student council of the University. In 1968-69, 23 of the 120 Black students enrolled at Brandeis were participants in the Transitional Year Program. The University hopes to expand the program, perhaps by means of a consortium of Boston area colleges and universities.

Summer Programs

Much more widespread than the transitional year programs are a variety of compensatory practices that are undertaken to remedy the academic deficiencies of "high risk" students who have already been admitted as regular students at a college or university. One fairly prevalent feature of these programs is a special summer orientation program for incoming freshmen in the "high risk" category. It usually encompasses reading and study skills and serves to ease the transition from high school to college under more controlled conditions and with considerably more individual attention than is possible during the academic year. A spokesman for one New England private college observed that the special summer program made a "crucial difference" for many "high risk" students entering the freshman class.

Examples of summer programs include the University of Washington's three-week "Pre-Autumn" orientation program for students entering the University's "Special Education Program." It was instituted in September, 1968. The program includes review courses in English, reading and mathematics and is funded by contributions from Seattle businesses and from the students, faculty and staff of the university.

At the University of California at Santa Cruz, Equal Opportunity Program (EOP) students suggested a Summer Readiness Program because during the fall quarter of 1968 freshmen with academic deficiencies were required to take more than the normal course load. To remedy this problem, they recommended that a six-week program stressing reading and writing skills and dealing with some aspect of ethnic studies be given for credit during the summer rather than during the regular academic year, thus easing the couse load of the first quarter.

As of spring, 1969, Duke University was one of several universities planning to inaugurate a special summer program for freshmen. Forty students were selected to participate in the eight-week program which combines an orientation to university life with academic preparation. Five-week courses in freshman composition and introductory calculus may carry regular academic credit. According to the director of the program, it would "satisfy the need, expressed earlier this year by Black students at Duke, for a program that would help incoming freshmen overcome the difficulties of adjusting to student life in a predominantly white university."[10]

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[10]Office of Information Services, Duke University, Durham, North Carolina, press release, May 1, 1969.

D. UNDERGRADUATE PROGRAMS

Supportive services at the undergraduate level range from tutoring, counseling and advising to a variety of comprehensive programs with flexible curricula adapted to the needs and interests of "high risk" students. At a minimum, all colleges and universities claiming to offer compensatory programs have made some provision for such moderate supportive services as tutoring and advising. These practices, which usually existed long before compensatory programs *per se*, are generally well known and do not warrant detailed comment. By far the greatest number of institutions reporting compensatory services fall into this category; relatively few have attempted to make innovative and comprehensive curricular changes. Tutors are usually upperclassmen, graduate students or faculty members; at some institutions, faculty wives assist students requesting help with their course work. Tutorial programs vary considerably in effectiveness, and those universities reporting positive results have frequently planned the programs and chosen the tutors with a great deal of care. At Illinois State University, for example, tutorial help to academically disadvantaged students (called High Potential Scholars) is provided by successful students from similar cultural backgrounds. These tutors are enrolled in a course which relates to the tutoring program. They attend discussions and lectures, share in the evaluation of their efforts, and, in addition, act as informal upper-class advisors to the HPS students. At the University of Wisconsin–Milwaukee, the person responsible for coordinating the tutoring services meets regularly with groups of student tutors in order to enable the staff to assess their tutoring and make necessary changes and improvements. The tutorial program at the University of Washington, devised by the Black Students Union and the Graduate and Professional Student Senate, consists of semi-autonomous departmental tutorials composed of professors and graduate students in the respective departments. The student organizers of the program set up a workshop on study methods and arranged for a four-week period of sensitivity training for the tutors.

Although the practice of offering noncredit remedial courses–usually in English and, to a lesser extent, in mathematics–is widespread, it appears to be losing ground. A number of institutions reported that because of poor motivation on the part of students, they discontinued the noncredit course, and a few stated that they have begun awarding credit for it.

An increasing number of colleges and universities have begun to experiment with the standard curriculum in an effort to assist "high risk" students overcome gaps in their education. They question whether a four-year undergraduate curriculum is appropriate for all students, recognizing that a more flexible approach permits the enrollment of more "high risk" students. One apparently successful method of enabling a student to gain more from his academic experience is what is commonly referred to as the "lengthened time" approach. Under this method, a student can choose to take fewer than the normal number of courses each year–especially during his first and second years–and thus extend his undergraduate career to five years or longer in a few instances. This practice is currently in effect or being considered at Washington University, the University of Wisconsin, the University of Chicago, Manhattanville College, Marquette University and Wesleyan University, among others. While they stress the need for a more flexible approach, there is unanimous agreement that the final standards of achievement for the degree should not be lowered. One advantage of this approach is that it avoids what is often considered the stigma of special status since these students take the same courses as other students, usually supplementing them with remedial and skill development work when necessary.

Other approaches to compensatory education consist of curricular innovations in the form of separate programs targeted primarily for "high risk" students. A few of these programs are highly experimental, and their variety reflects the widespread recognition that no "magic formula" for a successful program has yet been discovered.

Mention should be made of Manhattanville College's Project SHARE, a five-year program for "girls from reinforce the students' academic experiences, and a staff of ten paraprofessionals called teacher-counselors,

the urban ghetto who are strongly motivated to seek higher education." Manhattanville embarked on this program "in the belief that it is the responsibility of colleges and universities to explore the feasibility of educating students who clearly do not meet the standards of admission to *any* college."[11] The program was begun in January, 1967, with 27 students. After participating in a program to develop basic skills and study habits during the spring and summer term, they were paired in the fall of 1967 with an equal number of girls entering the freshman class under regular admissions standards. For two years, the two groups follow a special academic program of classes, seminars and field experience. The academic program differs from the traditional curriculum in that it places heavy emphasis on a interdisciplinary approach and on the application of the acquired knowledge. The curriculum covers all the basic material presented in the regular B.A. degree program, and the program planners maintain that the academic quality of the seminars equals or even exceeds that found in the usual course offerings. The courses taught by individual professors or teams reflect the emphasis placed on "man as a communicator, with the disciplines as examples of man's efforts to understand and attempt to control or achieve better harmony with his environment."[12] During the two years of the program the students are exposed to various areas of knowledge ("The Humanities and Communication," "Social Sciences and Communication," "Physical Sciences and Communication," "Learning as the Basis of Communication" and "Contemporary Problem Study"). They then select a major and enter the regular departmental program, continuing to participate in supplementary SHARE seminars as necessary. Although it is still too early for a thorough evaluation of the program, the college stated that the students from disadvantaged backgrounds "held their own and persevered in the program, contributing substantially to the educational experience of the total group" and the other participating students felt that they were the most fortunate group in the freshman class.

The attempt to devise a curriculum that is relevant to the students is a principal focus of the Experimental Program in Higher Education, which was initiated for 73 students in September, 1968 by the University of Wisconsin–Milwaukee. A professional counselor and a staff of advisors and tutors work closely with these students, almost all of whom would not ordinarily satisfy formal admissions requirements. Students may register for no more than nine credit hours during their first three semesters. The courses are specially designed for students in the program, and include Black History, English (designed to include literature by Black writers), an Anthropology seminar focusing on contemporary sub-cultures, Latin American History and Problems of American Minority Groups. In addition, before leaving the program, students are required to complete satisfactorily eight basic courses adapted to their needs. These courses include an introductory social science course entitled "The Arts and Mankind," as well as "Basic Speech," "Basic English Composition" and a mathematics course.

Southern Illinois University conducts a program at its East St. Louis, Ill., campus that is considered to be one of the most innovative and effective in the country. Called the Experiment in Higher Education, the program, begun in October, 1966, is designed especially to meet the educational needs of Black students from the ghetto whose high school records indicate that they have almost no chance of doing college-level work successfully. The program was started initially as a two-year college program, but because of its remarkable record–after two years 90 percent of the 100 students in the program were prepared to do junior-level work[13]–plans have been made to extend the experiment to a four-year undergraduate college within the university. Key features of the program are a totally redesigned curriculum, a work-study program which is considered an integral part of the curriculum and in which the jobs are chosen to

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[11]Manhattanville College, "The La Farge Scholarship Program and Project SHARE," February 1, 1968, p. 5.

[12]*Ibid.*, p. 8.

[13]By contrast, during the first ten years (1957-67) of the East St. Louis branch, approximately 90 percent of all the Black students had either flunked or dropped out.

all of whom grew up in ghetto environments. They work closely with the students, attending lectures with them, conducting workshops and supervising work-study assignments, in addition to counseling the students on their social and personal problems.

The focus of the curriculum is on two major areas, the social sciences/humanities and the natural sciences. Lectures are reinforced by individual and small-group instruction, colloquia that are frequently planned and directed by students and workshops where remedial and compensatory work is performed through the use of programmed instruction, videotape replays and mimeographed materials.

The underlying philosophy of the Southern Illinois University Program was expressed by its former director, Dr. Hyman Frankel:

> Most colleges put the burden of change on the student who must become motivated for college and must improve himself. We are trying to redress the balance and put the burden on the institution to make higher education meaningful and relevant to the students.[14]

The work-study feature that plays an integral part in the Experiment in Higher Education at Southern Illinois University is also a major aspect of several other innovative compensatory programs. In the past few years, two institutions with a long history of work-study programs, Antioch and Northeastern, have introduced special programs for small groups of disadvantaged students. At both institutions all students alternate a period of on-campus study with a period of on-the-job work experience and are expected to take five years to earn a degree, and may take longer. Within the framework, the participants in the special programs have access to a wide range of counseling, tutoring and remedial services.

In September, 1968, the State University of New York at Buffalo began a program geared to the special needs of a selected group of disadvantaged students which departs radically from the traditional curriculum. The proposal for the program, called the Experimental Program of Independent Study and Work/Study, stresses the fundamental importance of a "relevant" curriculum:

> Given the background of these students, it is only too apparent that the university itself cannot supply more than some of the tools of investigation and analysis. The students must also be provided with some immediate, regular and tangible contact with selected aspects of the "outside" world, through community organizations or businesses, as the materials (and partly the means) of their study. Books and academic disciplines must be made relevant to the experience of these students, as tools offering concepts and methods for solving the problems that concern them. The program must somehow bridge the university and the community.[15]

A central aspect of the program is working on a campus or in a community organization, with the provision that the student's job have a research component that provides a focus for discussion and education in tutorial sessions with faculty members. Moving away from what has been the almost exclusive concern of the university, classroom work, the experimental program at Buffalo deemphasizes course work. The proposal specifies that most students in the program would take very few courses initially. After a careful assessment of his interests and needs in consultation with a faculty tutor responsible for his entire

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[14]Quoted in University of California, Berkeley, "Proposal for the Establishment of a Department of Afro-American Studies in the College of Letters and Sciences," Draft No. 3, November 11, 1968, p. 39.

[15]State University of New York at Buffalo, "An Experimental Program of Independent Study and Work/Study," p. 1 (undated).

program, a student will decide which, if any, courses he should attend in addition to his tutorial work and work-study activity. If it is decided that he should take one or more courses, he would be free to choose from among those courses especially designed for the program, as well as from certain regular university offerings. The proposal states that, in general, the courses recommended would be small andwould proceed at a pace and level appropriate to the needs of the students.

A unique compensatory program that could have widespread application has recently been undertaken jointly by the State University of New York at Purchase, Sarah Lawrence College and Manhattanville College. Operating under a grant from New York State, these institutions established the Cooperative College Center in Mount Vernon, New York in April, 1969. Its aim is to provide college opportunities for disadvantaged persons in Westchester County who, for economic or personal reasons, had not considered college or were unable to adjust to it. Many of the Center's faculty members are drawn from the three participating institutions. The Center offers a course equivalent to the first two years of college-level work, with the aim of preparing its students to transfer to other institutions as juniors. The first group admitted was composed of 39 full-time students ranging in age from 18 to 53, the majority of whom were Black. Although it is far to early to evaluate this program, it is an educational experiment that is being followed closely by educators eager to discover new approaches to teaching the disadvantaged.

The largest college-level compensatory program in the country for disadvantaged students is the SEEK Program (Search for Education, Elevation and Knowledge) which was launched by the City University of New York in September, 1965. The purpose of SEEK is to provide an opportunity for high school graduates from poverty backgrounds to be educationally prepared, motivated and assisted financially to enter one of the senior colleges of the City University. SEEK students, who are nominated for the program principally by local community organizations in poverty areas, college counselors at their high schools, labor unions, ministers and church organizations, do not meet the requirements for admission into any of the colleges of the City University as regular matriculated students. In the group of 610 SEEK students who were admitted in February, 1968, for example, only 10.7 percent possessed an academic high school diploma; the others had general or vocational diplomas or, in some instances, high school equivalency diplomas. By means of a protracted and individualized entrance process in which a student's educability is assessed according to his actual performance under favorable conditions, an attempt is made to determine whether he can reasonably expect to earn a baccalaureate degree at one of the colleges of the City University. Although the principal goal of the SEEK Program is to provide a college education for disadvantaged ghetto youths, the program is also committed to providing maximum assistance to those students who are incapable of earning a college degree. Before being dropped from the program such students receive individualized counseling, sub-professional training, job training and job placement.

The SEEK Program actually consists of eight separate programs, seven of which are affiliated with the senior colleges of the City University and one at the University Center in Manhattan. In addition, there is a residence hall located in Manhattan with facilities for 200 students. The Program has grown from 113 students in the fall of 1965 to its current enrollment of more than 3,000 students, 90 percent of whom are of Black and Puerto Rican descent. It is expected that this number will increase to 10,000 within the next three years. There is no tuition fee; books are supplied free of charge, and needy students receive a weekly stipend to cover their living expenses.

The SEEK Program employs whatever pedagogical, psychological and administrative services are necessary to help the students attain their full potential for a college education. Depending on his scores in placement tests in English, reading skills, mathematics, speech and a foreign language, the SEEK student may attend classes with regular degree candidates. Most entering students, however, require the intensive remedial work provided in the special SEEK classes. These specially devised sections and courses are smaller (usually 10 to 15 students) and meet for one or two hours more per week than regular courses. They

combine remedial and college-level work and, wherever possible, cover the same syllabus as regular courses. College credit is granted upon their successful completion. Generally, the first-term SEEK student takes at least one regular college course. In addition, individual and group tutoring is available for all students, and one psychologist-counselor is available for every 50 students. Each student has a weekly counseling session so that problems can be anticipated and dealt with before they arise.

The SEEK Program is an experimental, continually evolving one, and its focus on new teaching methods has resulted in a number of interesting experiments. Although SEEK concentrates its efforts on assisting its students to succeed in the current City University curriculum, revisions in the traditional curriculum have been made, such as the inclusion of Black and Puerto Rican history, music and literature. New means to stimulate the learning process and to fill gaps left by inadequate achievement in high school are constantly being sought.

It is still too early to draw final conclusions about the SEEK Program, but the first results are promising. Fifty-nine of the 110 students who enrolled in the 1965 experimental program at City College which became the prototype of SEEK continue to attend college, most as "regular" day session students. In the fall, 1967 semester, 91 percent of them earned at least a C average. Of the 190 SEEK students who started at City College in September, 1966, 148, or 78 percent, enrolled for a fourth term. As Dr. Leslie Berger, Associate Dean of SEEK, stated in an article:

> The results of the program call into question certain notions that prevail in our educational system. The fact that most or the SEEK students were guided into general and vocational courses in high school, yet are still succeeding in college, would seem to indicate that some of the underlying assumptions of current educational philosophy and practice are in need of a thorough reassessment.[16]

An Appraisal

Although there has been relatively little systematic evaluation of college-level compensatory programs to date, many colleges and universities responding to the questionnaire gave informal appraisals. Because so many of the programs were instituted only very recently, a substantial number of universities consider that judgment at this time would be premature. Nevertheless, a majority of the responses were definitely positive, particularly regarding student achievement. The negative comments most often referred to the nature of the program itself, especially its administration and methods of instruction. Typical positive responses were the following:

> –"Significant percentages of students are doing better than their regularly admissible counterparts."
>
> –"Our experience to date has shown that there is little correlation for this group between their academic performance and their S.A.T. scores."
>
> –"[They] have done well enough to question the manner in which potential for higher education is traditionally measured. They have taught us the value of paying more attention to the individual differences of all students, and thanks to them, the quality of our total academic program has improved."

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[16]Leslie Berger, "University Programs for Urban Black and Puerto Rican Youth," *Educational Record*, Fall, 1968, p. 388.

—"Grade averages, retention and performance meet or exceed freshman class norms."

—"We have found that our 'high risk' students respond more satisfactorily to our new academic programs than the typical college student, who finds psychological security in the 'lock step' conventional system." (from a college that recently instituted sweeping curricular changes)

A few institutions reported that the special programs and services had been questionable or ineffective. They attributed this to their lack of preparation for "high risk" students. They noted that few of the faculty were trained to work effectively with these students, and that they were often unable to adjust their methods properly. Other reasons cited for unsatisfactory results were poorly coordinated programs, lack of faculty cooperation and involvement, lack of social milieu congenial to the students and, primarily, the need for new and creative approaches. As Gordon and Wilkerson observed in *Compensatory Education for the Disadvantaged* (1966), "most of the college-level curricular programs serving compensatory ends. . . seem to fit the somewhat dreary pattern of remedial courses which have plagued many generations of low-achieving students with but little benefit to most of them."[17] Although the preceding comment refers to a 1964 study of 224 institutions of higher education reporting compensatory practices, it is still generally applicable to our much smaller sampling of colleges and universities undertaken five years later.

There are indications, however, that a small but increasing number of institutions of higher education are searching for the best methods of educating "high risk" students. They readily acknowledge that no single approach has been discovered and agree that there is a critical need for more research in the field. There is a growing awareness of the necessity of improving instructional techniques, and more and more universities are looking to their compensatory education programs for curricular and instructional innovations with wide applicability for all groups of students.

E. GRADUATE AND PROFESSIONAL PROGRAMS

Although most graduate schools are gradually awakening to the necessity of preparing more students from minority groups for university teaching, research and public service, they have moved even more slowly than undergraduate schools in helping such students to succeed in higher education. According to Christopher Jencks and David Riesman:

> [Graduate schools] have traditionally been almost unrelievedly meritocratic and have shown almost no concern with inventing new ways to help students learn, whether by reorganizing the disciplines or by instituting the kind of curriculum revision now underway in elementary and secondary schools.[18]

The few efforts that are being made to overcome inadequate undergraduate preparation center largely on pre-graduate programs. They often take the form of summer programs or post-baccalaureate "fifth-year" programs. To date, these programs have reached a very limited number of students. One summer program primarily concerned with the identification and recruitment of southern Black students for advanced degree work is the Harvard-Yale-Columbia Intensive Summer Studies Program. Through this program, some 200

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[17] Gordon and Wilkerson, *op. cit.*, p. 155.

[18] Christopher Jencks and David Riesman, *The Academic Revolution* (New York: Doubleday & Co), 1968, p. 438.

undergraduates (selected from more than 850 applicants in 1968) spend one or more summers on the three campuses pursuing special course work in the social and natural sciences. In the summer of 1967, the 100 students who had completed their second undergraduate year took one course in the regular summer session at Harvard or Columbia and participated in special tutorial work. The remaining 100 students, all of whom had just completed their junior year, enrolled in two seminars which were structured to help them strengthen those skills particularly relevant to graduate studies. Other summer programs at predominantly white institutions are also in evidence and are often for students of southern Black colleges. For example, during the summer of 1968, twenty undergraduates and ten faculty members from various southern Black colleges attended an eight-week Intensive Summer Opportunities Program at the University of Michigan.

There are extremely few post-baccalaureate or other innovative programs for minority group students intending to continue to graduate school, particularly in the humanities and social sciences. One of the few such programs is the Post-Baccalaureate Fellowship Program under the direction of Dr. William E. Cadbury of Haverford College. Students selected for this program, which is especially geared to persons who intend to pursue careers in teaching or medicine, spend an additional year of study at one of several small liberal arts colleges. Colleges which have enrolled students from this program include Bryn Mawr, Carleton, Hamilton, Haverford, Knox, Oberlin, Swarthmore, Kalamazoo and Pomona. Post-Baccalaureate Fellowship Program students may also spend the summer immediately preceding or following the fellowship year at Haverford, where they pursue a program personally tailored to their needs and interests.

In addition to the "fifth-year" programs, of which there are still relatively few, there are other programs designed to make graduate school more accessible to students from minority groups. One such program has been proposed by the University of Wisconsin. It recommends that selected students from junior colleges and other institutions be admitted to a special three-year program consisting of the last two years of undergraduate school and the first year of graduate school. It would be specifically designed to provide students with the necessary preparation to undertake further graduate study.

Programs to aid students from disadvantaged backgrounds pursue graduate study consist almost entirely of more active recruitment of and increased financial assistance to a limited number of these students; virtually no attention is directed to their special needs once they have begun graduate work. Among the universities in the forefront of efforts to increase the enrollment and support of graduate students from minority backgrounds is the University of California at Los Angeles. In 1963, Chancellor Franklin D. Murphy inaugurated current activity in this field, stating:

> For a variety of reasons, there are disproportionately too few Negroes in graduate study in the United States. If the number entering teaching and research is to be increased, the process must begin by expanding the enrollment of qualified Negroes at the graduate level.[19]

During the five years after the chancellor's statement, the program at U.C.L.A. was expanded to include students from all local minority groups, some of them with limited preparation for work at the graduate level. In 1967, 18 full-time Master's Opportunity Fellowships in the humanities and social sciences were granted. The university's experience with a three-year pilot program begun in 1964 for graduate students resulted in the incorporation of special features in the current program. These include full financial support so as to preclude the necessity of seeking part-time employment, the allowance of a second year in which to complete the master's degree, the availability of close, personal guidance both by advanced graduate tutors

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[19] From Horace W. Magoun, "U.C.L.A. Programs for Disadvantaged Students," *U.C.L.A. Alumni Magazine*, May-June, 1965, p. 2-3.

and by interested faculty, and the hiring of a program coordinator who is sensitive to the special problems that disadvantaged students may encounter.

Because of the considerable pressure on graduate professional schools–particularly medicine and law–to train more professionals from minority groups, they are responding somewhat more rapidly than are the graduate schools of arts and sciences. In the past few years, professional schools have initiated special programs to interest minority group students in the professions and to provide special programs for those students who need them. Most of their efforts have centered on the identification and recruitment of potential students at the high school, college and post-graduate levels, with very little attention directed to the professional school itself.

Medical Schools

The number of minority students enrolled in medical schools is shockingly low. Although about two-thirds of the 101 medical schools in the United States indicated that they had developed special recruiting activites for minority group students, all 101 medical schools expected a total enrollment of only 285 Black students and approximately 100 American Indians, Mexican-Americans and Oriental-Americans in the incoming first-year class in September, 1968.[20] (The 285 entering Black students represent a 50 percent increase over the situation five years ago.) These figures are even more discouraging when one considers that 155 of the 285 Black students were expected to enroll in the two predominantly Black medical colleges, Howard and Meharry. Approximately one-third of the schools anticipated that no Black students would attend as first-year students that fall.

In spite of stepped-up activity by medical schools in the past year or two, their record will probably not be improved within the next few years unless recruitment efforts are drastically increased. A few medical schools, however, have recently undertaken a variety of programs to increase minority group representation, primarily by stimulating interest in a medical career among high school and college students and, to a lesser extent, by offering special services and, occasionally, by devising more flexible programs than the rigid curriculum that has traditionally characterized medical education. Although far less prevalent than at the undergraduate level, the compensatory programs that do exist generally follow the pattern of the supportive services offered to undergraduates: supplementary preparation prior to entering, counseling, tutoring and lengthened time requirements.

A few medical schools carry out programs at the college and post-baccalaureate levels designed to give additional preparation to potential medical students. Among the college-level preparatory programs, those at the University of Florida, the University of Michigan and Wayne State University deserve special mention. At the University of Florida, ten junior-level college students participate in a twelve-week summer program that includes individual research as well as a special course in communication skills and another in social science. A somewhat similar program was initiated by the University of Michigan Medical School for 15 students in 1968 and was expected to expand in 1969. It is geared to students from southern Black colleges who have completed two years of undergraduate work. Each student works in a research laboratory in close association with a medical school faculty member and participates in weekly meetings with Black physicians to discuss problems of Black students in white medical schools. In contrast, the program at Wayne State University focuses on early premedical counseling of undergraduates by medical faculty and Black physicians.

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[20]These figures are from a comprehensive survey of medical school efforts to recruit, admit and graduate members of minority groups. The survey was conducted by the Association of American Medical Colleges in July, 1968.

Another means of aiding students who are inadequately prepared because of disadvantaged backgrounds to master the rigorous medical school curriculum is the post-baccalaureate year. Among the most interesting programs of this type is the Martin Luther King-Robert F. Kennedy Program for Special Studies at the Albert Einstein College of Medicine of Yeshiva University. In September, 1968, the one-year program enrolled seven Black students who possessed the motivation and the potential but lacked the preparation to succeed in medical school. The program, conducted by selected members of the faculty and student body, includes highly individualized instruction in science (organic chemistry, introduction to biochemistry), mathematics, English and social sciences, beginning at a level commensurate with the students' previous educational experience. In addition to regular course work, the students have an opportunity to work closely with technicians and scientists in order to increase their exposure to other areas in the field of health care. It is expected that the program will enable participating students to reach the level required of entering first-year students. Although the students are not guaranteed admission to medical school, the project organizers assist them in applying to Albert Einstein and other medical schools.

The University of California at Los Angeles has instituted a special program for potential medical students who have an undergraduate degree. It is intended to bolster their pre-medical background and enable them to work gradually into the full medical curriculum. The one-year curriculum consists of one course each quarter from the first-year medical school curriculum and one or more basic science courses offered to undergraduates.

Several other medical schools have lengthened the time required for some students to receive the M.D. degree. In many instances, the program is a five-year one instead of the usual four years, and the first year is generally similar to a post-baccalaureate year except that the student is already accepted in the medical school. Harvard Medical School, for example, actively recruits disadvantaged students who need supplementary educational and financial assistance and is currently developing a five-year program for them. The first year would consist of basic science courses and tutorials, whereas the following years would consist of the regular program. Harvard University also expects to mount a pre-medical summer program to increase the preparedness of students. Loyola Medical School and the University of Washington Medical School are allowing for the possibility of a five-year curriculum for certain students, and at the University of Cincinnati Medical School, it is possible for disadvantaged students to complete the first two years in either three or four years where necessary.

The University of Michigan Medical School is aggressively seeking students who possess the motivation and potential but are of borderline academic status because of disadvantaged background and has introduced various compensatory services for them. Recognizing that many of these students are fully qualified to become competent physicians and to master the medical school curriculum but perhaps not under the same time pressures as other students, the faculty has instituted a "Flexible Curriculum" schedule program. Under this program, students may complete medical school courses under a schedule and at a rate commensurate with their abilities. Other assistance that forms an integral part of the program includes an evaluation of reading skills, psychological counseling and tutorial help from other medical students and graduate students. According to Paul R. Elliott, Assistant Dean for Preprofessional Education at the University of Florida College of Medicine, the University of Michigan Medical School is "planning a special program for clearly unprepared minority group students."[21] He adds that, to his knowledge, no other school is planning or carrying out such a program.

Although the preceding examples represent nearly all the medical schools with special programs of which we are aware, other compensatory practices and programs undoubtedly exist that have not been

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[21]Paul R. Elliott, Ph.D., "Opportunities for Minority Students in Medical Education," a report presented to the ISSP Conference to Coordinate Programs for Minority Groups and Faculty, New York, October 24, 1968, p. 12.

enumerated here. Some, such as tutoring, are frequently available to all students and have not been specially designed for minority group students. The response of one medical school is characteristic of those in this category which have no special programs for disadvantaged students:

> We do, as with all our students, provide advice, counsel, etc., and exercise considerable flexibility in decelerating or repeating courses as may be required to guarantee proficiency in subject matters.

In summary, although a relatively small number of medical schools are currently adopting flexible entrance requirements and devising compensatory programs, the large majority have yet to make substantial efforts to train more minority group students. There is a critical need for more coordination among medical schools in this area. Whereas most special programs focus on the undergraduate level, there is a need for more supplemental education at the medical school level itself. This sentiment is echoed by Paul R. Elliott in his report, "Opportunities for Minority Students in Medical Education":

> It may be in the long run most appropriate to have the extra time spent in the medical school environment and in the medical school curriculum itself. [22]

Law Schools

Law schools have been substantially more active than medical schools in providing increased educational opportunities for minority students. In spite of their increased efforts, however, less than 2 percent of the lawyers in the United States come from such minority groups as Blacks, Mexican-Americans, Puerto Ricans and American Indians. The Council on Legal Education Opportunity (CLEO), one of the most notable and comprehensive programs in the country, is working to correct this imbalance. CLEO, which is funded by the Office of Economic Opportunity and the Ford Foundation, was established late in 1967 by the Association of American Law Schools, the American Bar Association, the National Bar Association and the Law School Admission Test Council. The goal of CLEO is best summarized in its statement of purpose:

> . . .to expand and to enhance the opportunities to study and practice law for members of disadvantaged minority groups–chiefly Negroes, American Indians and Ibero-Indians–and thus help remedy the present imbalance of these disadvantaged groups in the legal profession in the United States.[23]

CLEO also seeks to provide financial assistance, special counseling and other aid to these students and to increase opportunities for them in the legal profession, as well as to strengthen and support financially those law schools serving primarily the needs of minority students.

CLEO is perhaps best known for its summer institutes, which serve as transitional aids for minority students who plan to attend law school. In 1968, CLEO sponsored four eight-week summer programs, each of which enrolled approximately forty students. These institutes were located at the Harvard Law School, Emory University College of Law, University of Denver College of Law and at the University of California

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[22] Paul R. Elliott, *op. cit.*, p. 13.

[23] Council on Legal Education Opportunity, "Some Basic Facts," CLEO National Office, Atlanta, Georgia, December 20, 1968.

at Los Angeles (in a joint program with University of Southern California and Loyola Law Schools). Each student was awarded a grant of $500 in lieu of summer earnings and was assured substantial financial assistance once he was admitted to law school. Of the 160 students enrolled in the four institutes, 38 were about to enter their senior year of college, and 122 had graduated from college. Forty-seven of the students were Mexican-Americans, and 113 were Blacks. Of the 120 graduates of the institutes, 112 were admitted to law school; 94 of them are currently enrolled in 34 different law schools and 18 others will begin law school after completing their military service. CLEO expanded the summer institutes considerably in 1969. More than thirty law schools participated in eleven regional summer institutes conducted for approximately 450 minority group students who desired to enter law shool in September, 1969, but would have had difficulty in meeting traditional admissions standards. These institutes were dispersed geographically so as to assure a maximum availability to interested students.

In addition to the summer institutes and the provision of financial assistance, CLEO, together with regional groups of law schools, sponsors pre-law recruitment conferences for both pre-law advisors and minority group students. It is also establishing a clearing house for accurate and easily accessible information about minority group representation in law schools and the legal profession and about special admissions programs and financial assistance in law schools available to minority group members. A function of this clearing house will be to publicize career opportunities available to minority group law graduates.

A CLEO summer institute with certain unique features was planned for 1969 by the Toledo College of Law and the University of Akron College of Law. In addition to two traditional first-year law courses that were to be taught in abbreviated form, the 20 students would be acquainted with a problem-oriented area such as housing problems for the poor. The fourth course was to involve the students extensively in clinical activity as interns with the Toledo Public Defender's Office. Both sponsoring law schools guarantee admission with a full tuition scholarship to any student who successfully completed the program.

The University of New Mexico School of Law conducts a summer program for American Indians that is similar to the CLEO summer institutes. The university is one of the few to recognize the necessity of training lawyers from the Indian community. It has been reliably estimated that there are fewer than twenty-five American Indian law-school graduates among the more than 500,000 Indians in the United States, and that no American Indian is currently practicing law in New Mexico or Arizona, where more than 135,000 Indians reside. In 1968, fifteen college seniors or graudates eligible to enter law school in the fall of 1968 attended an eight-week summer session consisting of a specially designed introduction to legal studies. Regular law school courses were offered in addition to legal writing and group discussions of legal problems of particular interest to the Indian community. Eight of the students were chosen to enroll as regular students with full scholarship aid at the University of New Mexico School of Law and continued to participate in tutorial and advisory meetings with faculty and upper classmen. In addition, a special extracurricular program was arranged to enrich the curriculum of these students.

In the spring and fall of 1968, the Law School Admission Test Council, the Council on Legal Education Opportunity and the Association of American Law Schools together conducted two comprehensive surveys of minority students enrolled in law schools. Of the 134 schools to which questionnaires were sent, 75–all predominantly white–responded.[24] Thirty-one law schools stated that they admitted no minority students on a preferential basis. A comparison of the number of Black students enrolled in 1967-68 and 1968-69 reveals a substantial increase in 1968-69. The law schools responding to surveys covering both years report a

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[24]**The following statistical information is from the "Survey of Minority Group Students in Legal Education: Preliminary Statistical Summary," conducted by the Law School Admission Test Council, the Council on Legal Education Opportunity and the Association of American Law Schools in the spring and fall, 1968.**

figure of 342 Black students enrolled in 1967-68, and 518 the following year, an increase of 180 percent. Nevertheless, in 1968-69 minority students comprised 1 percent or less of the total enrollment at 53 of the 75 law schools. Of these schools, twelve schools report no minority students, ten have less than 1 percent, nineteen enroll 1 percent, and twelve have 2 percent. Minority students represent between 3 and 5 percent of the total enrollment of sixteen law schools, and at only three law schools do minority students comprise 7 percent or more of the total student body.

Twenty-nine of the 75 law schools completing the questionnaire report no special recruitment or assistance program of any type. Of the 46 schools offering some supportive services for minority students, eight reported that such special programs were open to all students and six reported that certain of their programs were open to all students while others were limited to minority students. The following table shows the number of law schools that provided various compensatory programs and other special assistance primarily for minority students in 1967-68 and in 1968-69: [25]

Special Assistance Programs	Number of Law Schools 1967-68	1968-69
Recruitment	27	40
Pre-school (summer)	5	9
Individual tutorial	8	13
Group tutorial	6	9
Practice examinations	10	15
Remedial courses in reading, writing, grammar, etc.	3	5
Other programs	2	6

Among the law schools that have been most active in the area of special assistance programs are the University of Pittsburgh, Rutgers University, the University of Maryland, Emory University, Temple University, the University of Michigan, the University of Iowa and the University of Illinois. At Pittsburgh, for example, the four-year program established in September, 1968, for a selected group of students consists of a reduced course load during the first two years, tutoring by members of the faculty and student body and a special writing course. As at all law schools with programs for students who do no meet the usual admission requirements, all students must attain the same standards of competency before graduation. In September, 1968, Rutgers University School of Law initiated an ambitious program to double the number of minority group attorneys in New Jersey.[26] The program, which aims to produce 75 minority group graduates in five years, includes financial aid, individual counseling and tutoring and a specially designed curriculum. One feature of the curriculum is the option of taking a special seminar instead of a traditional first-year course requirement.

Supportive services for the seven Black first-year students participating in an experimental program at the University of Maryland School of Law include special advising, individual tutorial work on a voluntary basis, a program of regularly scheduled practice examinations, group review study sessions and a three-week summer orientation period consisting of seminar meetings twice a week. Meetings are also being held with the students in order to assess the program. In addition, a faculty committee formed to make recommendations in this area stated that "it has been made clear to the students. . .that their advice on changes will be given strong, if not controlling, weight."[27]

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[25] *Ibid.*, p. 4.

[26] As of the summer of 1969, there were 8,000 members of the New Jersey Bar, approximately 60 of whom were Black.

[27] University of Maryland School of Law, "Report of the Faculty Committee on Special Students," p. 10, (undated).

A survey focusing principally on tutorial programs available for "high risk" law school students was conducted for the Law School Admission Test Council's Special Committee on Student Background Factors in September, 1968. Of the 32 law schools contacted, 28 responded. Although most schools reported that they were beginning to ease traditional admissions requirements for disadvantaged students, only six reported minority students in significant numbers and for a sufficient length of time to draw any meaningful conclusion about the special programs for them. The survey indicated an awareness of the necessity for compensatory assistance for "high risk" students as expressed by one respondent:

> . . .we would be doing very little service if we admitted students whose probability of failure is very high unless we commit ourselves to assisting them once they are in school. [28]

Little success was reported in the tutorial programs. The generally poor results stemmed from several sources: resentment on the part of most of these students at being singled out for special assistance, the communications barrier between minority students and their tutors who were primarily white faculty advisors and the failure to seek the advice of these students in planning and implementing any program. In recommending ways to overcome these obstacles, the Law School Admission Test Council urged that the program not be publicized and that students serve as tutors whenever possible. The response of one law school indicated the advantage of this approach:

> To the extent that any successes can be measured in a major tutorial effort, they appear to occur where the tutors are students and not faculty. Certainly our experience indicates that the use of students as tutors is a very important ingredient for cooperation, especially when those students can be from minority groups themselves. [29]

Business Schools

With one notable exception, special assistance programs for disadvantaged students in graduate schools of business administration are practically nonexistent. It is apparent that these schools have not been moving forcefully to increase substantially the number of qualified persons from minority groups who enter the business management career field. What little attention there is appears to be directed almost exclusively toward recruiting more minority group students, and practically no special assistance is offered to students who need it once they have been admitted. Only 13 of 25 major graduate schools of business report active attempts to increase the enrollment of minority group students. Pennsylvania State University and the University of Michigan carry out this effort principally through their universities' cooperative arrangements with southern Black colleges, whereas Harvard, the University of Chicago, the University of California at Berkeley and at Los Angeles state that Black graduate students assist in recruiting. Harvard's recruiting efforts are among the most energetic; current plans are to more than triple the size of its fellowship program for M.B.A. candidates from minority groups.

The only other special assistance programs reported include tutoring and counseling (four schools), adopting flexible admissions criteria (three schools) and extending the time required to attain a degree (two

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[28] Preliminary report prepared for the Law School Admission Test Council, Special Committee on Background Factors, by David Waikley, Assistant Dean, University of California at Berkeley Law School, September, 1968, p. 2.

[29] *Ibid.*, p. 3.

schools). It is probable that compensatory programs exist at business schools which did not respond to the questionnaire; nevertheless, there is little indication that most business schools are considering or practicing new methods to encourage and facilitate the study of business administration by minority group students.

The Consortium for Graduate Study in Business for Negroes, initiated in 1966, is an exception to this general trend. Member schools are Washington University (St. Louis), University of Wisconsin, University of Southern California, University of Rochester and Indiana University. They cooperate in a fellowship program designed to hasten the entry of Blacks into managerial positions by providing full financial support, graduate business study in the regular M.B.A. curricula at one of the sponsoring schools, plus additional educational experiences as required by the individual candidate. The Consortium Program, which is funded by more than sixty corporations and foundations, includes a cooperative recruiting effort although each school accepts students according to its own selection criteria and procedures. It was anticipated that 60 Black students would be admitted to the program in the fall of 1969. A student who possesses all requirements for admission is encouraged to devote the summer immediately preceding his entry into the M.B.A. program to working with one of the sponsoring companies or to beginning his graduate work. For those students who need to strengthen their basic skills such as mathematics, writing and reading, an eight-week Summer Studies Program is conducted at Washington University. The summer session, organized into small groups and individual study programs, also includes regular graduate work, special business seminars, testing and counseling and social and recreational activities. In addition, the various participating corporations offer work and observation opportunities within their companies during the first summer, and after the first year of study these companies offer employment experience for the Consortium students. Regarding the effectiveness of the program, the dean of one graduate business school commented:

> I have seen a number of programs for disadvantaged students in operation across the country. I believe very strongly that the Consortium Program is the most effective one now in operation and that it is the most promising one in terms of getting significant numbers of qualified men through graduate business school programs.

The University of Chicago Graduate School of Business initiated in 1963 a somewhat similar program called Careers for Negroes in Management. With the assistance of a number of major business firms, the school has been able to offer ten full fellowships annually for Black students. These companies provide the fellowship holders with experience in a managerial position during the summers before the first and second year of the M.B.A. program. Like the Consortium, no commitment for future employment is made by either the company or the student.

Other Professional Schools

Special assistance programs for disadvantaged students at other graduate professional schools, particularly in the fields of education, social work and architecture, generally follow the pattern of the programs in the fields of medicine, law and business. Although the percentage of minority group students is higher in fields such as education and social work because of their close relationship with the minority community, even in these areas there is a critical need for more concerted efforts to attract minority students and frequently aid them overcome inadequate preparation. As in medicine, law and business, the principal thrust of compensatory programs in these areas is principally in the area of recruitment.

Representatives of these graduate schools, frequently Black students, often visit predominantly Black colleges in hopes of attracting more students to these fields. There appears to be relatively little conscious

effort, however, to attract "high risk" students by waiving certain standard admissions requirements. Moreover, even less attention is paid to devising special assistance programs such as fewer courses, counseling and special summer preparatory programs for the students once they have entered the school. Although none of the schools responding to our inquiry reported special curricula for minority group students, it is evident that in certain fields, particularly education and social work, a substantial portion of the course and field work is directly relevant to the problems of the disadvantaged. Nevertheless, the dramatically increased commitment on the part of minority students to their own communities makes it imperative that much more attention be directed to admitting minority students and to preparing them through relevant professional training to contribute to solving the problems of Black and other minority communities.